# JOURNAL OF CURRICULUM STUDIES

Volume 14 Numbers 1 – 4 1982

Editors/P. H. Taylor/W. A. Reid/I. Westbury/J. K. Olson/H. T. Sockett/B. J. Fraser



TAYLOR & FRANCIS LTD 4 John Street, London WC1N 2ET

#### **EDITORS**

P. H. TAYLOR (EXECUTIVE EDITOR)
Faculty of Education, University of
Birmingham

W. A. REID (EDITOR: EUROPE)

Faculty of Education, University of
Birmingham

IAN WESTBURY (EDITOR: NORTH AMERICA)
Department of Secondary Education and
Curriculum Laboratory, University of Illinois
at Urbana-Champaign.

JOHN OLSON (EDITOR: NORTH AMERICA)
Faculty of Education, Queen's University.

H. T. SOCKETT (REVIEW EDITOR)
School of Education, University of
East Anglia.

BARRY FRASER (EDITOR: AUSTRALASIA)

School of Curriculum Studies,

Western Australian Institute of Technology.

WYNNE HARLEN (REPORTS EDITOR)

Chelsea College, University of London.

ROB WALKER (REPORTS EDITOR)

Centre for Applied Research in Education,

University of East Anglia.

#### EDITORIAL BOARD

KENNETH CHARLTON (CHAIRMAN)
King's College, University of London.

IVOR GOODSON
University of Sussex.

MAURICE HOLT College of St Mark and St John, Plymouth.

PETER KELLY
The University, Southampton.

K. W. KEOHANE
Roehampton Institute of Higher Education,
London.

COLIN RICHARDS
University of Leicester.

#### SUBMISSION OF PAPERS

Manuscript preparation see inside back cover.

Manuscripts for publication and other editorial correspondence should be sent to The Editors,
Journal of Curriculum Studies,
Faculty of Education,
University of Birmingham,
P.O. Box 363, Birmingham B15 2TT, UK.

Authors in North America
should send manuscripts to either
Dr Ian Westbury,
Department of Secondary
Education and Curriculum Laboratory,
University of Illinois at Urbana-Champaign,
1210 West Springfield Avenue,
Urbana, Illinois 61801, USA; or

Dr John Olson, Faculty of Education, Duncan McArthur Hall, Queen's University, Kingston, Ontario, Canada K7L 3N6.

Authors in Australasia should send manuscripts to Dr Barry Fraser, School of Curriculum Studies, Western Australian Institute of Technology,

Books for review should be sent to Professor H. T. Sockett, School of Education,

South Bentley 6102, Australia.

University of East Anglia,

Reports should be sent to either Dr Wynne Harlen,
Chelsea College, University of London,
552 Kings Road, London SW10, UK; or

Keswick Hall, Norwich NR4 6TL, UK.

Rob Walker, CARE, University of East Anglia, Norvich NR4 7TJ, UK.

#### **SUBSCRIPTIONS**

USA, Canada and Mexico (air freight): annual subscription (payable in advance), \$76.00 institutions, \$32.50 individuals, single copy \$22.00 (surface post paid). Air freight and mailing in the USA by Publications Expediting Inc., 200 Meacham Avenue, Elmont, New York 11003. Second class postage paid at Jamaica, New York 11431. USA Postmaster: Send address changes to Journal of Curriculum Studies, Publications Expediting Inc., 200 Meacham Avenue, Elmont, New York 11003. US subscribers should send order and cheque (in favour of Taylor & Francis Ltd) to Account 04 810 879, Bankers Trust Company, P.O. Box 9137, Church Street Station, New York, N.Y. 10049.

Japan (accelerated surface post): apply to exclusive agents, Kinokuniya Company Ltd, Odakyu West Shinjuku Building, 47–1 Hatsudai 1-chome, Shibuya-ku, Tokyo 151. Telex 2322535.

FR Germany (surface post): annual subscription (payable in advance), DM 124-00 institutions, DM 62-00 individuals, single copy DM 36-00. Send order and cheque (in favour of Taylor & Francis Ltd) to Account No. 073 6686, Deutsche Bank AG, BLZ 500 700 10, Postfach 2623, Rossmarkt 18, 6000 Frankfurt/Main 1.

UK and the rest of the world (surface post, accelerated surface post to Australasia, air freight to India): annual subscription (payable in advance), £26·00 institutions, £13·00 individuals, single copy £8·00 (surface post paid).

Published quarterly by Taylor & Francis Ltd, 4 John Street, London WC1N 2ET. Telex 858540.

Printed by Taylor & Francis (Printers) Ltd.

Copyright 1982 @ Taylor & Francis Ltd.

ISSN 0022-0272.

## Journal of Curriculum Studies

Volume 14/Numbers 1–4 1982  Contents	Editors P. H. Taylor W. A. Reid I. Westbury J. K. Olson H. T. Sockett B. J. Fraser	
Articles		
Competition and conflict in the teaching of English: a socio- historical analysis	S. J. Ball	1
Authenticity, legitimacy and productivity: a study on the tensions among values underlying educational activity	H. A. Thelen	29
An evaluation of induction and hypothetico-deduction as principles in curriculum development: some cognitive limitations and their implications	D. Royce Sadler	43
Curriculum research: retrospect and prospect—a personal appreciation	P. H. Taylor	53
The flight away from content in teacher education and teaching	M. Buchmann	61
Research as a basis for curriculum policy-making: a cautionary note	D. C. Anderson	69
Mathematics education and educational research in the USA and USSR: two comparisons compared	C. Keitel	109
The effect of questions in education and other enterprises	J. T. Dillon	127
On the possibility of theories of educational practice Seven principles for programme evaluation in curriculum develop-	K. Egan S. Kemmis	153 221
ment and innovation		
The application of Jung's analytical psychology to education	P. Shaker	241
The rhetoric of school-centred innovation	$A.\ Hargreaves$	251
Whole curriculum planning in schools: some research implications	M. Holt	267
The school as an organization	E. Wallin and	277
PR 470	G. Berg	212
The US government and the public school curriculum: and interpretation of the post-Second World War decades	M. Burlingame	313
A teacher-development approach to bridging the practice-research gap	J. Smyth	331
A cognitive science conception of curriculum and instruction	G. J. Posner	343
Research article		
Resource allocation in classrooms: an economic analysis	D. H. Monk	167
Case study		
Educational professionals and the passage of mandatory graduation competency legislation in California: a study of curriculum politics	R. Donmoyer	79
Speculations		
How will the 'new technology' change the curriculum?	R. Meighan and W. A. Reid	353

### Essay review

Coming of age in curriculum: reflections on Thinking About the Curriculum	B. S. Handler	183
Reports		
Self-evaluation and the teacher The Lesotho model of curriculum development in action Curriculum models and curriculum commonplaces Currents in Canadian curriculum research	G. Elliott D. Rees L. Brady G. S. Tomkins, K. Leithwood and	89 91 197 200
'Science is English Too'—an evaluation of a school-based curriculum  The Family Planning Association: perspectives on sex education Readability and science curriculum development in cultures where English is a second language The facilitation of school-based evaluation: a case study	J. Olson S. Groundwater-Smit D. J. Smith O. J. Jegede D. J. Boud and W. F. Donovan	h 202 287 289 359
Understanding social processes of innovation development Self-evaluation and the teacher—phase 2	U. Hameyer G. Elliot	362 366
Reviews		
Education and the social condition	C. Lacev	95
Creativity across the curriculum  Evaluating curriculum proposals: a critical guide  Leaning right  Training in curriculum development and educational technology in	M. B. Sutherland J. Nisbet C. Beattie R. J. Desmond	96 97 99
higher education Teachers as evaluators	Rutherford K. Cooper	103 104
Classroom research and classroom discussion Helping students What is educational research?	M. Buchmann R. Beard W. Carr	106 205 206
Assessing language development Curriculumentwicklung in internationalen Vergleich	A. Davies A. Hearnden	208 210
Learning environment in curriculum evaluation: a review Dilemmas of teaching educators Beachside Comprehensive: a case-study of secondary schooling	R. H. Moos T. Pateman L. Stenhouse	211 212 214
Rethinking curriculum studies Seeing curriculum in a new light: essays from science education The comprehensive curriculum	E. Vallance J. Haysom B. Barker	216 293 295
Curriculum: design and development Mixed emotions Community service, social education and the curriculum	A. G. Ryan V. Kelly R. Gibson	296 298 300
Routes and results: a study of the later years of schooling A sociology of education Not another measurement text!	D. Raffe P. Musgrave R. Docking	302 304 305
Research in economics education in the present curriculum and political climate	D. J. Whitehead	306
Curriculum evaluation: a field of contrast  Education in jeopardy: problems and possibilities of contraction  The philosophy of schooling  The parochialism of the present: contemporary issues in education	B. J. Fraser T. Whitaker D. B. Gowin B. Crittenden	371 373 375 378
Discipline and moral education; Moral development and moral education	C. Bailey	381